



June 2008

DEPARTMENT OF EDUCATION
2007–2008 School Year Reports

Dear School Board Members and School Personnel:

The Maine Educational Assessment (MEA) is the State's measure of student progress in achieving the State standards known as *Learning Results*, adopted by the Maine Legislature in 1997. These *Learning Results* established goals for what all students should know and be able to do at certain times in their school careers and are the basis for Grade Level/Span Expectations, which describe the assessment standards for each grade. The MEA is administered to students in all grades 3 through 8 to meet state assessment requirements and the requirements of the federal *No Child Left Behind Act*.

The 2007-2008 MEA summary reports contain the results of student achievement in reading and mathematics at all grades, science and technology at grades 4 and 8, and writing at grade 5 based on achievement standards set in 2006 and disaggregated by student and school characteristics. This report, together with MEA individual student and subject-specific class analysis reports, provides support for use in program evaluation and planning.

MEA results reflect scores based on test questions that are taken in common by the approximately 15,000 students in each grade level. Students' scores in each content area are based on answers to a combination of multiple-choice questions and questions that require students to construct an answer. The grade 5 writing reports provide information on a student's ability to respond to a prompt measuring narrative writing. More information about the design of the MEA is available at www.maine.gov/education/mea/index.htm.

I look forward to working with you in support of our continued efforts to improve the quality and effectiveness of the instructional opportunities designed to help all students achieve the high standards of the *Learning Results* and demonstrate that achievement through performance on the Maine Educational Assessment.

Sincerely,

Susan A. Gendron
Commissioner of Education



School Report Grade 3

Test Date: March 2008
Code: 10881279
SAU: Lewiston School Department
School: Farwell Elementary School

Contents of the Report

The report is divided into two main sections including a section describing the students tested and a separate section for the results in each content area.

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SUMMARY OF SCORES

Test Date: March 2008

Grade: 3

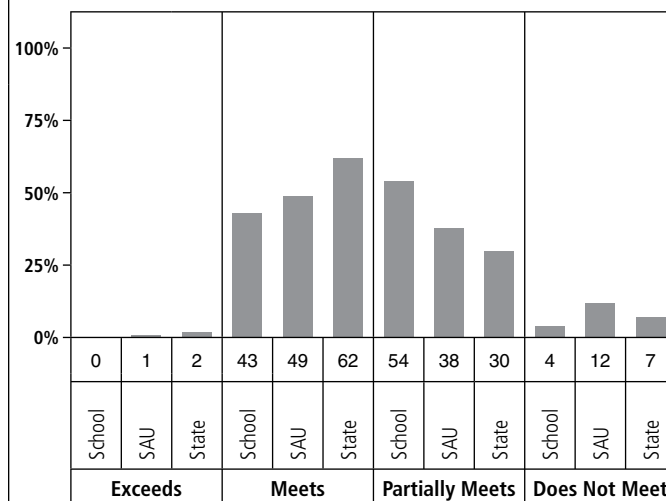
SAU: Lewiston School Department

School: Farwell Elementary School

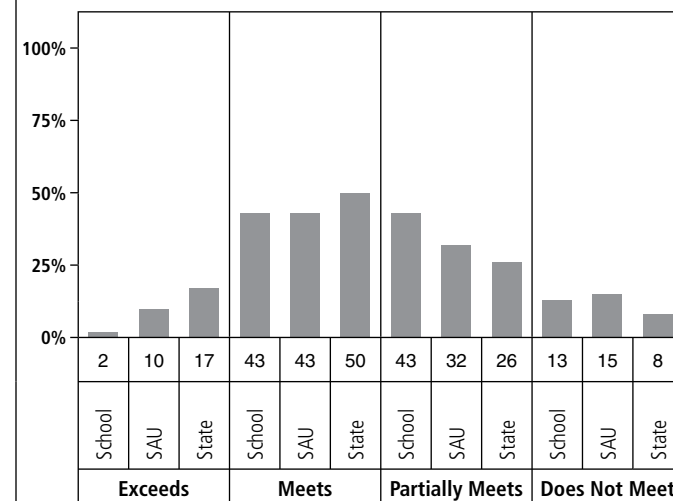
Summary of School, SAU, and State Scores

Year	Average Scaled Score		
	School	SAU	State
ELA – Reading			
2005–2006	345	343	345
2006–2007	340	340	345
2007–2008	342	342	344
Cum. Avg. *	342	342	345
Mathematics			
2005–2006	344	340	344
2006–2007	337	338	347
2007–2008	340	342	347
Cum. Avg. *	340	340	346

ELA – READING



MATHEMATICS



*Cumulative averages are weighted, i.e., the scaled scores are averaged proportionally based on the numbers of students in each year.

SUMMARY OF STUDENT PARTICIPATION

Test Date: March 2008
Grade: 3
SAU: Lewiston School Department
School: Farwell Elementary School

CATEGORY OF PARTICIPATION	Enrollment ¹ during testing window						CONTENT AREA PARTICIPATION ²																							
							ELA-Reading						Mathematics																	
	School		SAU		State		School		SAU		State		School		SAU		State		School		SAU		State		School		SAU		State	
	n	%	n	%	n	%	n	%	n	%	n	%	n	%	n	%	n	%	n	%	n	%	n	%	n	%	n	%	n	%
Total number of students	56	100	386	100	13803	100	56	100	384	100	13714	99	56	100	384	100	13710	99												
Ethnicity African American/Black	10	18	89	23	399	3	10	100	89	100	391	98	10	100	89	100	392	98												
American Indian or Native Alaskan	2	4	8	2	116	1	2	100	8	100	114	99	2	100	8	100	114	99												
Asian or Pacific Islander	2	4	4	1	210	2	2	100	4	100	205	98	2	100	4	100	206	98												
Hispanic	1	2	6	2	162	1	1	100	6	100	158	98	1	100	6	100	159	98												
Caucasian/White	41	73	279	72	12916	94	41	100	277	100	12846	100	41	100	277	100	12839	99												
Not Reported	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0												
Identified disability	10	18	72	19	2358	17	10	100	71	100	2333	99	10	100	71	100	2329	99												
Current LEP	3	5	68	18	371	3	3	100	68	100	357	96	3	100	68	100	361	98												
Economically disadvantaged	30	54	243	63	5584	40	30	100	242	100	5535	99	30	100	242	100	5530	99												
Migrant	0	0	0	0	5	0	0	0	0	0	5	100	0	0	0	0	5	100												

MODE OF PARTICIPATION ³	ELA-Reading						Mathematics											
	School		SAU		State		School		SAU		State		School		SAU		State	
	n	%	n	%	n	%	n	%	n	%	n	%	n	%	n	%	n	%
	n	%	n	%	n	%	n	%	n	%	n	%	n	%	n	%	n	%
Participation without accommodations	47	84	247	64	10650	77	47	84	244	63	10678	77						
Identified disability (PET/IEP)	2	4	15	6	475	4	2	4	15	6	479	4						
LEP	2	4	11	4	151	1	2	4	11	5	149	1						
504 plan	0	0	1	0	83	1	0	0	1	0	85	1						
Participation with accommodations	7	13	130	34	2936	21	7	13	133	34	2911	21						
Identified disability (PET/IEP)	6	86	49	38	1735	59	6	86	49	37	1729	59						
LEP	1	14	56	43	197	7	1	14	56	42	208	7						
504 plan	0	0	1	1	49	2	0	0	1	1	47	2						
Other	0	0	26	20	986	34	0	0	29	22	958	33						
Participation through alternate assessment (PAAP)	2	4	7	2	123	1	2	4	7	2	121	1						
Identified disability (PET/IEP)	2	100	7	100	123	100	2	100	7	100	121	100						
LEP	0	0	1	14	4	3	0	0	1	14	4	3						
504 plan	0	0	0	0	0	0	0	0	0	0	0	0						
Approved non-participation in reading – 1st year LEP	0	0	0	0	5	0												
Approved non-participation – special consideration	0	0	1	0	9	0	0	0	1	0	12	0						
Non-participation – other	0	0	1	0	80	1	0	0	1	0	81	1						

1 Percents are the percentage of students enrolled in each participation category.

2 Percents are the percentage of students, including those who participated through alternate assessment (PAAP), who participated in the content area.

3 Percents are the percentage of students in each content area by mode.

ELA–READING RESULTS

Test Date: March 2008
Grade: 3
SAU: Lewiston School Department
School: Farwell Elementary School

ACHIEVEMENT LEVEL DEFINITIONS		STUDENTS AT EACH ACHIEVEMENT LEVEL					
		School		SAU		State	
		N	%	N	%	N	%
Exceeds the Standards – The student’s work demonstrates the ability to read and interpret literary and informational texts appropriate for the grade level by drawing in-depth inferences, analyzing texts for subtle clues, synthesizing information across texts, and using his/her knowledge of text features and literary devices to make deeper connections within or across texts to increase comprehension. (scaled score 361–380)	2005-2006	1	3	7	2	352	3
	2006-2007	0	0	4	1	332	2
	2007-2008	0	0	3	1	227	2
	Cum. Total*	1	1	14	1	911	2
Meets the Standards – The student’s work demonstrates the ability to read and interpret literary and informational texts appropriate for the grade level by drawing inferences, summarizing main ideas and providing supporting details, connecting ideas within and across texts, and using his/her knowledge of text features and literary devices to increase comprehension. (scaled score 341–360)	2005-2006	25	64	181	54	8641	62
	2006-2007	20	50	154	48	8691	63
	2007-2008	23	43	184	49	8403	62
	Cum. Total*	68	51	519	50	25735	62
Partially Meets the Standards – The student’s work demonstrates an inconsistent ability to read and interpret literary and informational texts appropriate for the grade level. The student’s ability to draw inferences, summarize main ideas and provide supporting details, connect ideas within and across texts, and use his/her knowledge of text features and literary devices varies depending on the texts. (scaled score 331–340)	2005-2006	9	23	108	32	3671	27
	2006-2007	11	28	96	30	3781	27
	2007-2008	29	54	145	38	4018	30
	Cum. Total*	49	37	349	34	11470	28
Does Not Meet the Standards – The student’s work demonstrates a limited ability to read and interpret literary and informational texts appropriate for the grade level. The student’s responses are often vague or incorrect leaving the impression that the student found it difficult to draw inferences, summarize main ideas and provide supporting details, connect ideas within and across texts, or use his/her knowledge of text features and literary devices to support comprehension. (scaled score 300–330)	2005-2006	4	10	40	12	1163	8
	2006-2007	9	23	70	22	1021	7
	2007-2008	2	4	45	12	938	7
	Cum. Total*	15	11	155	15	3122	8

Learning Results Content Standard Cluster	Number of Points Possible		Average Points Attained (Number and Percent)					
			School		SAU		State	
	N	%	N	%	N	%	N	%
Total Reading Cluster	46	100	25.4	55.2	25.0	54.3	27.6	60.0
Literary Text	23	50	12.9	56.1	12.6	54.8	14.1	61.3
Informational Text	23	50	12.4	53.9	12.4	53.9	13.5	58.7

The Maine *Learning Results* reading cluster includes Content Standards A (Process of Reading), B (Literature and Culture), and D (Informational Texts). The MEA assesses students’ reading skills based on questions related to two types of reading passages: literary and informational. Passages include both long and short texts, selected from developmentally appropriate works. Items on the MEA measure Grade Level Expectations, based on Maine’s 1997 *Learning Results*, which can be found at <http://www.maine.gov/education/lsalt/gles.htm>.

ELA-READING RESULTS

(CONTINUED)

Test Date: March 2008
 Grade: 3
 SAU: Lewiston School Department
 School: Farwell Elementary School

REPORTING CATEGORIES	School										SAU						State					
	Tested	E		M		P		D		Mean Scaled Score	Tested	E	M	P	D	Mean Scaled Score	Tested	E	M	P	D	Mean Scaled Score
	N	N	%	N	%	N	%	N	%		N	%	%	%	%		N	%	%	%	%	
All Students	54	0	0	23	43	29	54	2	4	342	377	1	49	38	12	342	13586	2	62	30	7	344
Ethnicity																						
African American/Black	10	0	0	5	50	5	50	0	0	343	88	1	22	48	30	336	384	1	42	39	18	339
American Indian or Native Alaskan	2										8	0	25	75	0	341	113	2	50	42	5	343
Asian or Pacific Islander	2										4						203	1	60	31	8	344
Hispanic	1										6	0	50	50	0	341	158	1	52	36	11	342
Caucasian/White	39	0	0	15	38	22	56	2	5	341	271	1	58	35	7	343	12728	2	63	29	7	345
Not Reported	0										0						0					
Identified disability																						
Yes	8	0	0	1	13	6	75	1	13	339	64	0	34	55	11	340	2210	0	32	48	20	338
No	46	0	0	22	48	23	50	1	2	343	313	1	52	35	12	342	11376	2	68	26	4	346
Current LEP																						
Yes	3										67	1	16	48	34	335	348	1	36	45	19	339
No	51	0	0	22	43	27	53	2	4	342	310	1	56	36	7	343	13238	2	63	29	7	344
Economically disadvantaged																						
Yes	28	0	0	9	32	17	61	2	7	341	237	0	38	46	16	340	5450	1	49	39	11	341
No	26	0	0	14	54	12	46	0	0	344	140	1	67	26	5	345	8136	2	71	23	4	346
Migrant																						
Yes	0										0						5	0	80	20	0	343
No	54	0	0	23	43	29	54	2	4	342	377	1	49	38	12	342	13581	2	62	30	7	344
Gender																						
Female	26	0	0	12	46	14	54	0	0	343	167	1	54	34	11	343	6567	3	65	27	5	345
Male	28	0	0	11	39	15	54	2	7	342	210	0	45	42	12	341	7019	1	59	32	8	343
Not Reported	0										0						0					
Title 1A targeted program																						
Yes	18	0	0	3	17	14	78	1	6	339	132	0	25	52	23	337	2004	0	37	49	14	339
No	36	0	0	20	56	15	42	1	3	344	245	1	62	31	6	344	11582	2	66	26	6	345
Gifted/talented program																						
Yes	0										3						125	11	87	2	0	355
No	54	0	0	23	43	29	54	2	4	342	374	1	49	39	12	341	13461	2	62	30	7	344

E = Exceeds the Standards M = Meets the Standards P = Partially Meets the Standards D = Does Not Meet the Standards

NOTE: Some achievement level results have been left blank because fewer than five (5) students were tested. N = Number

ELA–READING RESULTS

(QUESTIONNAIRE ITEMS)

Test Date: March 2008
 Grade: 3
 SAU: Lewiston School Department
 School: Farwell Elementary School

QUESTIONNAIRE ITEMS	School										SAU						State					
	Students in Each Category	E		M		P		D		Mean Scaled Score	Students in Each Category	E	M	P	D	Mean Scaled Score	Students in Each Category	E	M	P	D	Mean Scaled Score
		%	N	%	N	%	N	%	N			%	%	%	%			%	%	%	%	
How much homework do you do on school nights? A. none B. less than one hour C. one to two hours D. more than two hours	4 89 4 4	0 0 0 0	0 0 0 0	0 21 2 0	0 44 100 0	2 25 0 2	100 52 0 100	0 2 0 0	0 4 0 0	337 343 343 339	5 73 16 7	0 1 2 0	21 56 39 20	63 36 32 56	16 7 27 24	336 343 339 335	6 79 12 3	0 2 2 0	43 65 60 32	39 28 31 44	18 5 7 24	340 345 344 338
How well do the questions that you have just been given on this MEA test match what you have learned in school about reading? A. The questions on the test match what I have learned in reading class. B. They match some of what I have learned. C. They match just a little of what I have learned. D. There is no match.	48 35 9 7	0 0 0 0	0 0 0 0	14 5 4 0	54 26 80 0	11 13 1 4	42 68 20 100	1 1 0 0	4 5 0 0	344 340 345 336	30 46 17 7	1 1 0 0	51 53 48 11	37 37 35 61	11 8 17 29	342 343 340 336	29 48 15 8	3 2 1 0	62 67 56 44	28 27 34 40	7 4 9 16	345 345 343 340
Which of the following best describes how you rate yourself as a student in reading? A. very good B. good C. fair D. poor	37 48 15 0	0 0 0 0	0 0 0 0	8 12 3 0	40 46 38 0	11 13 5 0	55 50 63 0	1 1 0 0	5 4 0 0	342 343 341 0	45 40 12 3	1 1 0 0	55 51 29 9	31 40 53 73	13 8 18 18	342 342 339 332	42 46 10 2	3 1 0 0	67 62 48 30	24 32 42 43	6 5 10 28	346 344 341 336
How hard was the reading part of this test? A. harder than my regular schoolwork B. about the same as my regular schoolwork C. easier than my regular schoolwork	17 69 15	0 0 0	0 0 0	2 19 2	22 51 25	6 17 6	67 46 75	1 1 0	11 3 0	339 343 341	26 57 17	0 1 0	37 58 37	43 33 50	20 8 13	339 343 340	22 57 21	1 2 1	48 68 61	38 26 30	12 4 8	341 346 344
How hard were the reading passages on this test? A. Most of the passages were harder than what I normally read. B. Most of the passages were about the same as what I normally read. C. Most of the passages were easier than what I normally read.	20 54 26	0 0 0	0 0 0	2 16 5	18 55 36	8 12 9	73 41 64	1 1 0	9 3 0	338 344 343	28 46 26	0 2 0	28 59 51	52 33 36	20 6 13	338 344 342	20 51 29	0 2 3	38 68 69	47 27 23	16 4 6	339 345 346
How much time do you spend reading at home each day? A. more than one hour B. 20 minutes to an hour C. less than 20 minutes D. I rarely read at home.	17 41 33 9	0 0 0 0	0 0 0 0	3 10 7 3	33 45 39 60	6 12 9 2	67 55 50 40	0 0 2 0	0 0 11 0	342 344 341 344	21 43 22 14	0 2 0 0	52 47 45 60	37 40 42 31	11 12 13 10	342 342 340 342	19 47 19 14	3 2 1 0	65 68 56 47	27 25 35 40	6 5 8 12	346 346 343 341
How many pages do you read in school and to complete homework assignments? A. five or fewer pages B. six to ten pages C. eleven or more pages	23 26 51	0 0 0	0 0 0	4 8 11	33 57 41	7 6 15	58 43 56	1 0 1	8 0 4	341 344 342	28 26 45	0 2 1	44 55 48	47 32 37	8 11 15	341 343 341	28 23 49	1 1 2	56 63 65	33 29 27	9 7 6	343 344 345
Optional school/SAU question A. B. C. D.	0 0 50 50	 0 0	 0 0	 0 0	 0 0	 0 1	 0 100	 1 0	 100 0	 330 332	45 18 23 14	0 0 0 0	10 25 0 33	60 50 60 67	30 25 40 0	335 337 334 339						

MATHEMATICS RESULTS

Test Date: March 2008
Grade: 3
SAU: Lewiston School Department
School: Farwell Elementary School

ACHIEVEMENT LEVEL DEFINITIONS		STUDENTS AT EACH ACHIEVEMENT LEVEL					
		School		SAU		State	
		N	%	N	%	N	%
Exceeds the Standards – The student’s work demonstrates in-depth understanding of essential concepts in mathematics, including the ability to make multiple connections among central ideas. The student’s responses demonstrate the ability to synthesize information; analyze and solve difficult problems, including developing and implementing strategies, efficiently and accurately performing procedures, and recording and justifying solutions; and explain complex concepts. (scaled score 361–380)	2005-2006	5	13	15	4	1295	9
	2006-2007	2	5	22	7	1985	14
	2007-2008	1	2	39	10	2277	17
	Cum. Total*	8	6	76	7	5557	13
Meets the Standards – The student’s work demonstrates a general understanding of essential concepts in mathematics, including the ability to make connections among central ideas. The student’s responses demonstrate the ability to analyze and solve problems including developing and implementing strategies, to perform procedures, and to record and explain solutions and concepts. The student’s work may contain minor errors. (scaled score 341–360)	2005-2006	20	51	153	44	6852	49
	2006-2007	14	35	129	40	6990	51
	2007-2008	23	43	162	43	6764	50
	Cum. Total*	57	43	444	42	20606	50
Partially Meets the Standards – The student’s work demonstrates incomplete understanding of essential concepts in mathematics and inconsistent connections among central ideas. The student’s responses demonstrate some ability to analyze and solve problems, and explain concepts. Problem solving strategies may be flawed, procedures performed inaccurately, methods not recorded and/or problems not completed. (scaled score 325–340)	2005-2006	9	23	118	34	4081	29
	2006-2007	15	38	101	31	3673	27
	2007-2008	23	43	120	32	3504	26
	Cum. Total*	47	35	339	32	11258	27
Does Not Meet the Standards – The student’s work demonstrates limited understanding of essential concepts in mathematics and infrequent or inaccurate connections among central ideas. The student’s responses demonstrate minimal ability to solve problems and explain concepts. Problem solving strategies and procedures are often flawed or inappropriate and there may be many omissions. (scaled score 300–324)	2005-2006	5	13	58	17	1638	12
	2006-2007	9	23	74	23	1193	9
	2007-2008	7	13	56	15	1044	8
	Cum. Total*	21	16	188	18	3875	9

Learning Results Content Standard Clusters	Number of Points Possible		Average Points Attained (Number and Percent)					
			School		SAU		State	
	N	%	N	%	N	%	N	%
Cluster 1: Numbers and Operations	15	31	7.0	46.7	8.1	54.0	9.2	61.3
Cluster 2: Shape and Size	14	29	9.3	66.4	9.3	66.4	10.0	71.4
Cluster 3: Mathematical Decision Making	5	10	2.8	56.0	2.8	56.0	3.2	64.0
Cluster 4: Patterns	14	29	8.4	60.0	8.3	59.3	9.0	64.3

- Cluster 1: Numbers and Operations**
A. Numbers and Number Sense
B. Computation
I. Discrete Mathematics (grades 3 and 4 only)
- Cluster 2: Shape and Size**
E. Geometry
F. Measurement
- Cluster 3: Mathematical Decision Making**
C. Data Analysis and Statistics
D. Probability
- Cluster 4: Patterns**
G. Patterns, Relations, and Functions
H. Algebra Concepts
K. Mathematical Communication

Each content standard in the clusters above is defined in Maine’s 1997 *Learning Results*, which are the basis for Grade Level Expectations. Each item on the MEA measures a grade level expectation, which can be found at <http://www.maine.gov/education/lslalt/gles.htm>.

MATHEMATICS RESULTS

(CONTINUED)

Test Date: March 2008
 Grade: 3
 SAU: Lewiston School Department
 School: Farwell Elementary School

REPORTING CATEGORIES	School										SAU						State					
	Tested	E		M		P		D		Mean Scaled Score	Tested	E	M	P	D	Mean Scaled Score	Tested	E	M	P	D	Mean Scaled Score
	N	N	%	N	%	N	%	N	%		N	%	%	%	%		N	%	%	%	%	
All Students	54	1	2	23	43	23	43	7	13	340	377	10	43	32	15	342	13589	17	50	26	8	347
Ethnicity																						
African American/Black	10	1	10	3	30	3	30	3	30	336	88	7	11	40	42	329	390	10	30	32	28	337
American Indian or Native Alaskan	2										8	13	75	13	0	348	113	7	45	38	10	342
Asian or Pacific Islander	2										4						204	18	48	25	9	347
Hispanic	1										6	0	83	17	0	345	159	6	50	31	13	342
Caucasian/White	39	0	0	15	38	20	51	4	10	340	271	11	51	31	7	346	12723	17	50	25	7	348
Not Reported	0										0						0					
Identified disability																						
Yes	8	0	0	1	13	5	63	2	25	335	64	3	44	42	11	340	2208	6	35	37	21	338
No	46	1	2	22	48	18	39	5	11	341	313	12	43	30	16	342	11381	19	53	24	5	349
Current LEP																						
Yes	3										67	6	9	37	48	327	357	8	29	37	26	336
No	51	1	2	22	43	23	45	5	10	341	310	11	50	31	8	345	13232	17	50	25	7	348
Economically disadvantaged																						
Yes	28	1	4	9	32	11	39	7	25	337	237	8	37	35	20	339	5452	9	45	33	12	343
No	26	0	0	14	54	12	46	0	0	343	140	15	54	26	6	348	8137	22	53	21	4	350
Migrant																						
Yes	0										0						5	0	40	40	20	337
No	54	1	2	23	43	23	43	7	13	340	377	10	43	32	15	342	13584	17	50	26	8	347
Gender																						
Female	26	0	0	10	38	13	50	3	12	338	167	11	38	35	15	341	6565	15	49	27	8	347
Male	28	1	4	13	46	10	36	4	14	342	210	10	47	29	15	343	7024	18	50	24	7	348
Not Reported	0										0						0					
Title 1A targeted program																						
Yes	18	0	0	3	17	10	56	5	28	333	132	3	29	39	29	334	2004	5	39	41	15	339
No	36	1	3	20	56	13	36	2	6	343	245	14	51	28	7	346	11585	19	52	23	6	349
Gifted/talented program																						
Yes	0										3						125	70	30	0	0	366
No	54	1	2	23	43	23	43	7	13	340	374	10	43	32	15	342	13464	16	50	26	8	347

E = Exceeds the Standards M = Meets the Standards P = Partially Meets the Standards D = Does Not Meet the Standards

NOTE: Some achievement level results have been left blank because fewer than five (5) students were tested. N = Number

MATHEMATICS RESULTS

(QUESTIONNAIRE ITEMS)

Test Date: March 2008
 Grade: 3
 SAU: Lewiston School Department
 School: Farwell Elementary School

QUESTIONNAIRE ITEMS	School										SAU						State					
	Students in Each Category	E		M		P		D		Mean Scaled Score	Students in Each Category	E	M	P	D	Mean Scaled Score	Students in Each Category	E	M	P	D	Mean Scaled Score
	%	N	%	N	%	N	%	N	%		%	%	%	%	%		%	%	%	%	%	
How much homework do you do on school nights?																						
A. none	4	0	0	1	50	0	0	1	50	336	5	11	53	11	26	343	6	9	40	33	18	340
B. less than one hour	89	1	2	21	44	22	46	4	8	341	73	11	48	33	8	344	79	18	52	24	6	348
C. one to two hours	4	0	0	1	50	1	50	0	0	343	16	10	34	31	25	338	12	16	48	27	8	347
D. more than two hours	4	0	0	0	0	0	0	2	100	321	7	8	8	36	48	329	3	7	26	37	29	335
How well do the questions that you have just been given on this MEA test match what you have learned in school about mathematics?																						
A. The questions on the test match what I have learned in mathematics class.	51	1	4	13	48	10	37	3	11	343	40	10	46	32	12	344	37	22	50	22	6	350
B. They match some of what I have learned.	34	0	0	8	44	8	44	2	11	340	40	14	43	30	14	343	46	16	53	25	6	348
C. They match just a little of what I have learned.	9	0	0	2	40	3	60	0	0	339	13	4	40	38	19	338	12	9	44	36	11	342
D. There is no match.	6	0	0	0	0	2	67	1	33	326	7	4	35	35	27	336	5	5	32	36	27	336
Which of the following best describes how you rate yourself as a student in mathematics?																						
A. very good	46	1	4	12	52	8	35	2	9	343	48	10	44	30	16	342	39	25	48	20	7	350
B. good	44	0	0	7	32	11	50	4	18	338	39	10	44	32	14	343	46	14	52	27	7	347
C. fair	10	0	0	1	20	4	80	0	0	335	11	5	45	38	13	340	12	8	49	35	9	343
D. poor	0										2	0	29	43	29	335	3	2	34	36	29	335
How hard was the mathematics part of this test?																						
A. harder than my regular schoolwork	13	0	0	2	29	3	43	2	29	334	21	3	44	28	26	337	17	7	41	35	17	340
B. about the same as my regular schoolwork	56	0	0	13	43	14	47	3	10	341	53	13	46	33	7	345	59	18	53	24	5	349
C. easier than my regular schoolwork	31	1	6	8	47	6	35	2	12	342	27	11	36	32	21	340	25	21	49	23	8	349
How often do you use hands-on materials in mathematics class?																						
A. almost every day	54	1	3	10	34	13	45	5	17	339	34	9	35	37	19	340	32	13	47	30	10	345
B. two or three days a week	26	0	0	6	43	7	50	1	7	338	27	8	37	33	22	338	30	20	52	23	5	349
C. two or three times each month	9	0	0	2	40	2	40	1	20	338	20	20	52	20	8	348	19	20	53	21	6	350
D. never or almost never	11	0	0	5	83	1	17	0	0	350	19	7	54	34	6	345	18	16	50	27	8	347
How often do you use calculators in mathematics class?																						
A. almost every day	7	0	0	1	25	2	50	1	25	330	7	0	11	41	48	325	7	5	34	40	20	338
B. two or three days a week	24	0	0	2	15	9	69	2	15	335	15	2	33	49	16	338	18	15	50	27	8	346
C. two or three times each month	11	0	0	2	33	3	50	1	17	335	22	8	44	32	15	341	28	21	53	21	4	350
D. never or almost never	57	1	3	18	58	9	29	3	10	344	55	15	50	26	10	346	47	17	50	25	7	347
On average, how many minutes a day do you spend working on mathematics in class?																						
A. less than 30 minutes	26	0	0	6	43	6	43	2	14	339	19	3	33	42	22	337	16	8	42	36	13	342
B. 30–45 minutes	22	0	0	5	42	7	58	0	0	342	33	7	45	37	10	342	30	14	53	26	7	347
C. 45–60 minutes	39	1	5	10	48	9	43	1	5	344	33	18	49	23	10	346	32	22	51	22	5	350
D. more than 60 minutes	13	0	0	2	29	1	14	4	57	327	14	11	37	26	26	339	22	20	49	23	7	349
Optional school/SAU question																						
A.	0										45	0	50	20	30	333						
B.	0										18	0	25	25	50	320						
C.	50	0	0	0	0	0	0	1	100	324	23	0	20	40	40	331						
D.	50	0	0	0	0	0	0	1	100	300	14	0	67	0	33	329						